DOCUMENT RESUME

ED 102 075 SO 008 121

AUTHOR Blair, B. Clifford; Fitzgerald, Morgan E.
TITLE Largo Junior High School Humanities Attitude Scale (Final Version).
INSTITUTION Pinellas County District School Board, Clearwater, Fla.
PUB DATE May 74
NOTE 19p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS *Attitude Tests; Course Evaluation; Educational Diagnosis; Educational Research; *Evaluation Methods; *Humanities; Humanities Instruction; Junior High School Students; *Student Attitudes; *Student Evaluation

ABSTRACT

The 48 questions of the Largo Junior School Humanities Attitude Scale attempt to measure student attitudes about the study of humanities. The scale is composed of three subscales which measure whether students view the humanities class as an enjoyable experience, the study of humanities as being worthwhile, and the humanities of the past as being a legitimate part of history. Scoring is based on a scale of 1-6 under categories of strongly agree, agree, slightly agree, slightly disagree, disagree, and strongly disagree. Each question is worded in either a positive or negative manner. If a student marks "strongly agree" to a negatively worded question he receives one point, where if he marks "strongly disagree" to a negatively worded question he gets six points. Subscales 2 and 3 are designed so that they may be administered independently of subscale 1. This allows them to be used in a pretest-posttest design for evaluation purposes. Interpretations of possible test scores and general discussion as to test reliability and validity are included. (Author/DE)

ED102075

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

PINELLAS COUNTY SCHOOLS

GUS SAKKIS

SUPERINTENDENT OF SCHOOLS

RESEARCH, EVALUATION AND PLANNING

DR. THOMAS S. TOCCO, ASSISTANT SUPERINTENDENT

CLEARWATER, FLORIDA

SP 008 121.

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LARGO JUNIOR HIGH SCHOOL
HUMANITIES ATTITUDE SCALE
(Final Version)

R. Clifford Blair

Morgan E. Fitzgerald

May, 1974

Prepared and edited by
Research and Development Department
Thomas S. Tocco
Assistant Superintendent

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Your History Teacher's Name

Please read carefully and then follow the directions outlined below. Remember, this is not a test. We do not want your name. We DO want your honest opinion.

DIRECTIONS

Listed below are various statements. Some may seem similar to others but we would like you to consider each statement by itself.

Under each statement is a series of numbered blanks. These blanks represent the following:

1. strongly agree
2. agree
3. slightly agree
4. slightly disagree
5. disagree
6. strongly disagree

Put an X in the blank which best expresses your feeling toward the statement.

Example:

Going to visit an art gallery would be fun.

_____	X	_____	_____	_____	_____
1 strongly agree	2 agree	3 slightly agree	4 slightly disagree	5 disagree	6 strongly disagree

The student marked Blank 2 because he agreed that the visit would be fun but his feeling was neither strong nor was it slight. Sometimes it will be hard to decide which blank to mark. Think about each statement and then put an X in the blank which best describes your feeling toward the statement.

/ml

1. A good knowledge of the humanities is beneficial to a person.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

2. Attending humanities class is not on my list of fun things to do.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

3. Reading poems written in the eighteen hundreds will help a person to better understand that period.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

4. I personally don't see any good reason for a person to study the humanities of the past.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

5. Humanities class should be done away with.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

6. Historians of the future will not learn much about us by studying our styles of dancing.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

7. I personally don't see why a person should have to study humanities.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

8. Humanities class is usually boring.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

9. If a person really wants to learn history he should concentrate on politics, wars, commerce and some other things, but shouldn't bother with art, music, literature and things like that.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

10. Studying the art, music and literature of the past is a waste of time.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

11. Humanities class is usually not very enjoyable.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

12. Although art and music may be fun, they don't really tell us much about people.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

13. Studying the humanities of the past is not a waste of time.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

14. If attendance in humanities class was strictly voluntary, I would probably continue to go.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

15. In order to better understand 19th century American history, a person should study the artists, writers, and composers of that century.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

16. Reading poems written in the past can be helpful to a person.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

17. Humanities class is usually enjoyable.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

18. By studying Mexican art we can learn a lot about Mexicans.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

19. From my point of view, studying humanities is worthwhile.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

20. The humanities are rather interesting to study.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

26. I do not like humanities class.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

27. The humanities of the past are a part of history.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

28. If all of the literature written in the past were suddenly destroyed, it would be a serious loss for us living today.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

29. Studying the humanities of the past is not a pleasant experience.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

30. We could probably learn a lot about what slavery was like if we studied the music and poetry of the slaves in the South before the Civil War.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

31. I would never expect to get any use out of learning about the music, art and literature of the past.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

32. Generally speaking, I enjoy my other classes more than I do my humanities class.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

33. In order to be more complete, history books should contain sections which deal with famous painters of the past.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

34. There are probably good reasons for a person to learn about the humanities of the past.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

35. I would like to see the humanities program continued at this school

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

36. History teachers shouldn't have to know anything about art, music and literature because these things aren't really an important part of history.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

37. I think most people would benefit from studying art, literature and music.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

38. If I had my choice, I wouldn't attend humanities class any more.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

39. A person who wants to learn more about the daily lives of the North American Indians before the white man came is probably wasting his time if he studies their religions.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

40. A person who studies music written long ago, probably is a person who has too much free time on his hands.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

41. I tend to enjoy humanities class more than I do most of my other classes.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

42. A college student majoring in history shouldn't bother studying the humanities of the past because they won't help him to be a better historian.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

43. I really don't care anything about the art, music and literature of the past.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

44. As far as I'm concerned the humanities of the past should be left in the past.

1	2	3	4	5	6
strongly agree	agree	slightly agree	slightly disagree	disagree	strongly disagree

USERS MANUAL:

LARGO JUNIOR HIGH SCHOOL

HUMANITIES ATTITUDE SCALE

R. Clifford Blair

Morgan E. Fitzgerald

May, 1974

Prepared and edited by
Research and Development Department
Thomas S. Tocco
Assistant Superintendent

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The Largo Junior High School Humanities Attitude Scale was planned and developed through the cooperative efforts of the staffs of Largo Junior High School and the Research and Development Department of the Pinellas County School System.

The scale is composed of three sub scales which attempt to measure the following attitudes:

1. Do students view humanities class as an enjoyable experience?
2. Do students view the study of humanities as being worthwhile?
3. Do students view the humanities of the past as being a legitimate part of history?

Sub scales two and three are designed so that they may be administered independently of sub scale one. This allows them to be used in a pre-test, post-test design for evaluation purposes.

SCORING

The sub scales which make up this instrument are by design summative in nature. This means that each item is scored individually and a total sub scale score is calculated by summing the individual item scores. For interpretations of the sub scale scores, see the section entitled "Interpretation of Sub Scale Scores."

Sub Scale One

This sub scale assesses student reaction to the following prototype statement: Exposure to the humanities as manifested in the Largo Junior High School Project is an enjoyable experience rather than an unenjoyable one.

Table one is designed to facilitate scoring. It indicates, for example, that if a student marks "strongly agree" to an item with a minus beside it, he receives one point. However, if he marks "strongly agree" to a question with a plus mark beside it, he receives six points.

TABLE ONE

	-	+
Strongly agree	1	6
Agree	2	5
Slightly agree	3	4
Slightly disagree	4	3
Disagree	5	2
Strongly disagree	6	1

The numbers of the items that make up sub scale one along with their associated scoring code are listed below:

ITEM NUMBER	SCORING CODE
2	-
5	-
8	-
11	-
14	+
17	+
20	+
23	+
26	-
29	-
32	-
35	+
38	-
41	+
43	-
44	-

Sub Scale Two

This sub scale assesses student reaction to the following prototype statement: From an individual point of view, studying the humanities of the past is a worthwhile pursuit.

The numbers of the items that make up sub scale two along with their associated scoring codes are listed below. (Scoring codes refer to table one.)

ITEM NUMBER	SCORING CODE
1	+
4	-
7	-
10	-
13	+
16	+
19	+
22	-
25	-
28	+
31	-
34	+
37	+
40	-

Sub Scale Three

This sub scale assesses student reaction to the following prototype statement: A knowledge of the humanities of an era is important for a good understanding of that era.

The numbers of the items that make up sub scale three along with their associated scoring codes are listed below. (Scoring codes refer to table one.)

ITEM NUMBER	SCORING CODE
3	+
6	-
9	-
12	-
15	+
18	+
21	+
24	+
27	+
30	+
33	+
36	-
39	-
42	-

Interpretation of Sub Scale Scores

Sub Scale One

Highest Score Possible 96
Lowest Score Possible 16

Score	Interpretation
16-23	Strongly disagree
24	Strongly disagree/disagree
25-39	Disagree
40	Disagree/slightly disagree
41-55	Slightly disagree
56	Neutral
57-71	Slightly agree
72	Slightly agree/agree
73-87	Agree
88	Agree/strongly agree
89-96	Strongly agree

Sub Scale Two

Highest Score Possible 84
Lowest Score Possible 14

Score	Interpretation
14-20	Strongly disagree
21	Strongly disagree/disagree
22-34	Disagree
35	Disagree/slightly disagree
36-48	Slightly disagree
49	Neutral
50-62	Slightly agree
63	Slightly agree/agree
64-76	Agree
77	Agree/strongly agree
78-84	Strongly agree

Sub Scale Three

(Same as sub scale two)

Reliability and Other Descriptive Statistics

The user of the "Largo Junior High School Humanities Attitude Scale" should be cautioned that the statistical data contained within this section was gathered through the use of a pilot version of the scale. Although this information is probably quite representative of the data which will be gathered through the use of the refined instrument, the user should keep in mind the fact that this data was not gathered on the final version of the scale. Hopefully, this deficiency will be remedied at an early date.

Sub Scale One

Alpha Coefficient .9161
Estimated Average inter-item correlation .4381
Standard Error of Measurement 3.7194
*The items which make up the sub scale went virtually unchanged from the pilot version to the final form.

Sub Scale Two

Alpha Coefficient .9648
Estimated Average inter-item correlation .6317
Standard Error of Measurement 3.8867
*The items which make up this sub scale went virtually unchanged from the pilot version to the final form.

Sub Scale Three

Alpha Coefficient .8604
Estimated Average inter-item correlation .1659
Standard Error of Measurement 6.4255
*The items which make up this sub scale constitute only about half of the items contained within the pilot sub scale.

Validity

Because of its widespread misuse, "face validity" as a methodology has fallen into disfavor and is generally regarded with some suspicion. When appropriate, however, and when carefully applied, this method can be a valuable means of ensuring test validity. Because of the nature of this scale, face validity was chosen as the method to be used in validating this instrument.

The scale was developed at the specific request of Mr. Morgan Fitzgerald, who, along with his humanities teacher, had formulated rather definite ideas as to which attitudes of the students were to be assessed. After constructing prototype statements and pool items, Mr. Fitzgerald, along with a committee of professional educators, examined each item to determine whether or not it did assess the attitude which it purported to assess. Because the attitudes being measured are rather straight forward and relatively uncomplicated, this procedure was deemed entirely appropriate.

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